



## STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

### June 17, 2014 - Literacy Committee Meeting Minutes

#### ATTENDEES:

Barb Dixon – <i>School Board Member</i>	Lisa Boyd - <i>Principal</i>
Bobbie Malvini – <i>Kindergarten Teacher</i>	Luci Willits - <i>ISDE</i>
Camille Cureton - <i>Principal</i>	Marybeth Flachbart – <i>Facilitator / CEO at Neuhaus Education Center</i>
Carrie Aguas - <i>Principal</i>	Meghan Graham – <i>Special Education</i>
Claire Gates – <i>Education Northwest</i>	Natalie Nation – <i>Idaho Library Association</i>
Diann Roberts - <i>ISDE</i>	Stephanie Bailey-White – <i>Idaho Commission for Libraries</i>
Dr. Evelyn Johnson – <i>Lee Pesky Learning Center and BSU</i>	Stephanie Lee - <i>ISDE</i>
Hollis Brookover – <i>Idaho Business for Education</i>	Dr. Steve Underwood - <i>Education Northwest</i>
JoBeth Morrison – <i>1<sup>st</sup> Grade Teacher</i>	Sen. Steven Thayne – <i>Idaho Senator</i>
Jolene Taggart – <i>3<sup>rd</sup> Grade Teacher</i>	Taylor Raney - <i>ISDE</i>
Rep. Julie Van Orden – <i>Idaho Representative</i>	Dr. Theresa Duessen - <i>Education Northwest</i>
LeAnn Simmons – <i>Idaho Voices for Children</i>	Toni Wheeler - <i>ISDE</i>
Attended via phone – Virginia Herbst – <i>2<sup>nd</sup> Grade Teacher</i>	

#### INTRODUCTIONS:

Superintendent Luna welcomed and thanked everyone on the committee for their service and appreciates the hard work they will be putting into this committee over the next few months. Superintendent Luna summarized the goals and expected outcomes of the Literacy Committee. He also cited the research and critical importance of third grade proficiency (If students are not reading on grade level by third grade the chances of them ever reading on grade level is 1 in 8, Juel, C., 1986).

Superintendent Luna also discussed the process of committee member selection. In putting the committee together, the SDE wanted a high percentage of practitioners (teachers and administrators) from schools with high achievement and high percentages of at-risk students. Dr. Marybeth Flachbart will facilitate the meetings. Marybeth is a former Deputy Superintendent for the Idaho State Department of Education; she currently works as the CEO of Neuhaus Education Center in Houston, Texas, a non-profit educational foundation dedicated to promoting literacy. Marybeth is well known not only in Idaho, but around the country. In addition to holding a doctorate in curriculum and instruction she is also a Certified Academic Language Therapist and a Dyslexia Specialist.

Marybeth welcomed the committee and gave background about herself (her original work at the State Department as the “IRI Lady” and her work on the Idaho Reading Initiative.) She then talked about the work before the committee and the expected outcomes for the first day.

Marybeth introduced other members of the facilitation team from Education Northwest. Dr. Theresa Deussen, Co-Director, Center for Research, Evaluation, and Assessment, Dr. Steven Underwood, Manager in the Center for Strengthening Education Systems, and Claire Gates, Senior Program Advisor, and Liaison for NWREL. Education Northwest will be preparing the Literacy Committee’s report and recommendations.

Dates for each meeting were given (June 17, August 13, Sept. 12, Oct. 24, and Nov. 18) – if any changes are made to the meetings, an email will be sent out to each committee member.

The first activity is one that will be replicated throughout the process. Marybeth posed the question “What it is we want to keep, what we want to get rid of, and what do we want to start?”



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Each committee member introduced themselves and gave a brief background about their current position. Marybeth also asked each member to write down 1 expected outcome they would like from participating on this committee. Written expectations, from each member, were placed on a poster for review and discussed.

### ***Individual Expected Outcomes***

Virginia Herbst – Make a viable change. I want to make a difference. I don't want this to be just a committee that talks about things. I want a plan and look at what's working and what's not and try to affect that throughout the state.

Camille Cureton – First of all I want to learn from others. I think it's great to be in a room with so much knowledge. I'm curious about moving past 3<sup>rd</sup> grade. I think k-3 in my building is strong but when we hit 4, 5, and 6 we have a tendency to dip. Which leads me to my next one which is the transfer of skills of true literacy where not only kids know their sounds and the phonemic side of it, but how we get passed that and into the true literacy so kids not only enjoy literature but they can comprehend it.

LeAnn Simmons – Take select districts that have great ideas that are working and translate that into a statewide plan that works for different sizes and different districts that have different funding. How do we make it work for everybody?

Sen. Steven Thayn – Find the bright spots that are working and what's working in the state and try to put those all around the state.

Cari Aguas – Develop a support system for teachers and administrators to get assistance to improve student achievement performance. We have so much assistance through technology if we had a weekly video conference chat and get on and talk about it. This is where we're stuck, what could we try? Because we have people that can learn anytime you listen to somebody.

Lisa Boyd – I would like to find some kind of a system that recognizes and fairly assess those students who come to school with absolutely no English and cannot tell you the letter of their first name. They make huge growth on the IRI, but it is like with double the efforts to learn the English and be able to read and speak in English. The other one I would really like to be able to talk about is a system that recognizes individual growth. I have a ton, I probably have 15 first graders this year that scored 52 on the IRI they need 54 on the IRI but they gained 52 words in a minute in a year. They make adequate growth. 3<sup>rd</sup> graders who gain, literally gain, 60 words in the year, but still aren't a 3 because they started so low. So just that recognition for them or buildings that you have made adequate or even more than adequate growth for some of these kids even though you didn't get to that standard you are on your way.

Stephanie Bailey-White – My outcome is to address the summer slide. I know that teachers do an amazing job of getting those kids throughout the year and in the summer the faucet turns off and some many of our kids lose ground over the summer and the cumulative effect is huge. I also added a bonus one to ensure school and public libraries are part of the plan.

JoBeth Morrison – I would like to see some kind of growth model too, because I also had a student that missed the cut score by one and another student that came in knowing nothing and they got to 38 words per minute, and that's huge growth when you no nothing from the beginning, and he doesn't pass, but he comprehends well and he can understand what he reads. So I would like to see a growth model. And also I would like to see what other schools are doing to implement best practice to help those struggling learners especially so they can read for critical information not just fiction, that they need to understand critical information.

Jolene Taggart – The thing that sounds out for me is the many variables we have when teaching students. For instance I had a student this year that came from Thailand, and so she's been in the country 9 months or a little more than that, and knew very very limited English. And I like this gals comment at the end here, because she made a ton of growth, of course wasn't a three, but surpassed other students in my class. So I'd like to find, and I'm not sure how to do this, but find some ways to, and I know he mentioned at the beginning that every student will be on grade level. And that makes me get a little kink in my neck, because, okay, there's going to be some, like this one, and how do we deal with those variables, because they are going to be there. Are we going to get every student? Of course that is what we want, but I'm not sure if that is realistic for every school to be able to do that. So how can we reward or do something positive for those kids that do make that great growth.



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Barbara Dixon – I'm thinking that your goals at the beginning of the day will probably change by the end of the day, which I'm thinking my will do that here as well. I already had down one goal, was the understanding of the current frustration of our educators, and with the ladies that went before me have given me a much clearer view of the frustrations they are having with the issues right now. So I might have already taken care of that goal. The other goal is that a greater understanding of the issues and therefore path to begin planning for continued success, we are having some good successes in our little school, but I see a time when we will be doing the dips and curves that you guys were talking about.

Bobbie Malvini – My expected outcome is to first make recommendations for assessments that lead to effective teaching practices, because assessment does drive instruction. Teachers are going to teach to help their students be successful on the assessment, so as long as our assessments are valid then teaching will be too.

Dr. Evelyn Johnson – Like Virginia, I would just like to echo, that I would like to see some actionable items come out of this committee and not just a nice report that collects dust on somebodies desk. And within those actionable items I think, like with the Center and the work we've done with schools, we have found we get the best results when we focus on supporting teachers and parents in providing strong literacy experiences for our children and students. When we keep that focus on helping our teachers do the best job they can do, that's when we see our best results.

Natalie Nation – I would love to see that we strategically align public and school libraries as well as the schools together to make sure we try to catch literacy at every angle. Working in a public library we see parents after school, we see them during the summer, if we are lucky, and we see them before kids enter school. So we are in a great position to promote literacy as much as possible and I want to make sure that we are all working together.

Rep. Julie VanOrden – One of my over-arching goals is that we decrease our illiterate population in Idaho for social improvement. The reason I'm here is I feel like if there is any way we can help legislatively that I would be able to do that.

Meghan Graham – One outcome I hope to see is to implement different ways teachers can support students with disability to make the appropriate gains.

Hollis Brookover – I too believe that we need to support teachers! And, I think one of the things we can really do in this committee, one of the outcomes I hope we have, is to figure out a way to diagnose why a child is not reading well. A really solid diagnosis and then really figure out how to intervene appropriately with that child to make them successful so that every child has the opportunity to be reading at grade level. I want that to start in kindergarten all the way through, diagnosing all the way through, and how can we help them and get them to the point where by the end of third grade they are in really good shape.

Outcomes will be reviewed throughout the day. However, before we leave today, we will ask each member if their outcomes are the same or if they have changed.

### **ROLE OF THE IDAHO TECHNICAL LITERACY ADVISORY GROUP:**

Claire Gates gave a brief history of the Governor's Education Task Force and their recommendations as it applies to Literacy.

- Reading critically in other subjects and not just fiction and past the third grade
- Committee will need to be efficient and work quickly
- Committee will review existing legislation
- Committee will send recommendations and rationale to State Board
- Committee will make redline edits to the existing ICLA to incorporate those recommendations within statute
- Reviewed the 7 Norms of a High Functioning Group (The Norms of Collaboration) – *Handout provided to group*
  - Pausing
  - Paraphrasing
  - Posing Questions
  - Putting Ideas on the Table



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- Providing Data
- Paying Attention to Self and Others
- Presuming Positive Intentions
- Working Agreements
  - Start and end on time
  - Be prepared for meetings
  - Everyone has the best intentions for students

To review Claire's handout (The Norms of Collaboration) and power point (Literacy TAG), please visit the [Literacy Committee website](#) under the June 17<sup>th</sup> meeting tab.

**Committee voted for a Simple Majority for recommendations and move decisions forward.**

### COMPONENTS OF THE IDAHO COMPREHENSIVE LITERACY:

Dr. Steve Underwood presented the history of the Idaho Comprehensive Literacy Act of 1999 to present.

- Late 1900's
  - Legislature focus on literacy
  - New funding
  - Comprehensive Literacy Plan and Idaho Comprehensive Literacy Act
- Early 2000's
  - National Reading Panel
  - NCLB
  - Reading First
  - School Improvement Efforts, early SSOS
  - Response to Intervention
- 2010 to Present
  - Statewide System of Support (SSOS)
  - New literacy plan
- Idaho Comprehensive Literacy Act (aka: Idaho Reading Initiative)
  - Idaho Reading Indicator
    - All students in k-3
    - Twice per year
    - Determine reading skills and screen for academic risk
  - Intervention to lowest performing students
    - Diagnostic assessment
    - 40 hours for all 1's
    - Funding to support intervention
    - State reporting requirements
  - Public reporting of school level results
    - Made public on ISDE's website
    - Reported to the state board, the legislature, and the governor
- ICLA – Pre-service Programs
- ICLA – In-service for Educators
- ICLA Goals/Targets by 2006
  - Kindergarten - 60%
  - 1<sup>st</sup> Grade – 70%
  - 2<sup>nd</sup> Grade – 80%
  - 3<sup>rd</sup> Grade – 85%
- Assessment changes in 2007
  - IRI changed vendors from Waterford to AIMSweb





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- Waterford Assessment
  - Kindergarten - Name, letters, rhyme, syllable and sounds, identify words/sentences, read
  - 1<sup>st</sup> grade – Write letters, say first sound, sound out words, blend sounds, read a story, answer comprehension questions
  - 2<sup>nd</sup> grade – Sound out words, read sight words, read a story, answer comprehension questions
  - 3<sup>rd</sup> grade – Read sight words, spell words, read a story, answer comprehension questions
- AIMSweb Assessment
  - Kindergarten – Letter Naming and Letter Sound Fluency
  - 1<sup>st</sup> grade – Letter Sound Fluency and Reading Curriculum Based Measures
  - 2<sup>nd</sup> and 3<sup>rd</sup> grade – Reading Curriculum Based Measures
- Reading First in Idaho
- School Improvement Efforts
- Idaho Building Capacity
- Statewide System of Support
- Recommendations
  - Stay the course
  - Build from the past, don't start from scratch
  - Ensure system-wide alignment and improvement
  - Design a focus on group-quality capacity building efforts at the teacher, school, district, and state levels.

Idaho was a pace setter in this work, nationally, and we need to keep this in mind when setting recommendations.

What is the involvement of families and family literacy? This is a challenge; however, we don't want to blame families for their child's lack of literacy. There's a strong correlation between a mother's education and the child's literacy.

Studies have shown that for middle class children, there is an average of 15 books per child, for children in poverty there is 1 book for every 300 children. Access to printed material is something we need to think about as a state and include our public and school libraries with assisting in providing books and materials to our children/students. We can teach our children/students to read, but if they don't have the opportunity to practice, what does that mean for their future?

To review Steve's power point (Idaho Comp Lit History PPT), please visit the [Literacy Committee website](#) under the June 17<sup>th</sup> meeting tab.

### USING DATA FOR DIRECTION: IDAHO LITERACY DATA: WHAT'S THE STORY?

Dr. Theresa Duessen presented IRI data from 2002 to 2013 and 2013 4<sup>th</sup> grade NAEP data.

Discussed as a group – each group discussed what they noticed with the IRI and NAEP data and what they didn't see within the data.

2<sup>nd</sup> grade students (nationally) there is a holding pattern – it is possible that the reason for this hold is because 3<sup>rd</sup> grade is the accountability grade, whereas 2<sup>nd</sup> grade is not. 2<sup>nd</sup> grade is not a grade that is heavily tested nor does it count towards AYP. This is an issue with low growth in 2<sup>nd</sup> grade, nationally, not just an Idaho issue.

Focus on preventing summer slide (loss)

Past Data may not be as reliable as it should be – some data is close to 10 years old

- Did not have a longitudinal data system to help maintain data and student information
- Students also could have been misidentified LEP and Special Ed.
- Try to look at data trajectory vs. year to year
- We also have a high transient population and the graphs indicate only those students that have 90% enrollment



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We are not testing LEP and Special Ed. students accurately. We don't really get to see the growth of the student once they have been exited from a program.

Marybeth – Some states have legislation specifically for those students that are exited out of Special Education or have a specific literacy issue and have not been identified as Special Ed. Example: Mississippi created legislation to support students that exit Special Ed. or ELL.

Look at states with high performing students – such as Massachusetts.

National Campaign for Grade Level Reading (Three of the key components)

- School Readiness
- Summer loss
- Chronic absenteeism

Need to look at different alternatives beyond the classroom.

Compare states with full time kindergarten vs. states with ½ day kindergarten and states with mandatory kindergarten.

Schools with year-round schools vs. traditional school – Full day kindergarten vs. ½ day kindergarten

- Marybeth stated Meridian school districts have several different schools on a year-round schedule and as far as the IRI or intervention, we didn't see any difference in growth compared to the traditional calendar schools vs. year-round schools.
- A literature review conducted several years ago compared full day kindergarten and half day kindergarten. In terms of academic growth there was not a clear difference in achievement. The researchers hypothesized that teacher effectiveness had a higher impact than time.

Children in poverty heard 30 million less words vs. kids with preschool or early childhood development programs.

Look at states that provide funding for childcare. Also states that support their schools libraries with funding, such as Texas.

Marybeth – we need to ensure we stay in the scope of what we are here to accomplish. Improving literacy is a huge topic and can involve many aspects; however, we just need to be sure we keep our topics within the scope.

Theresa will add earlier years to NAEP charts and will also look at what the Wyoming is doing to have such a high percentage of proficient on the NAEP assessment.

To review Theresa's handout (Idaho Literacy Data Handout), please visit the [Literacy Committee website](#) under the June 17<sup>th</sup> meeting tab.

Clair Gates has created a Google site for the committee members, which will have all the documents, handouts, data requested available on it. Members will get an invitation once Claire sends out the link.

A survey will be emailed out to each committee member at 3:00 – please complete the survey.

After lunch we will come back and discuss what items of the current legislation you would like to keep, what things you would like to start, and what things you would like to stop.



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### COMING TO CONSENSUS/SETTING GROUP PRIORITIES:

Collecting data – one of the things we want to make sure we are doing as a group and moving forward with the right expectations and the meeting is remaining in the scope of the work the committee has been tasked to complete, a survey will be sent from Clair, around 3:00; please fill out honestly and objectively so we can ensure the meetings are proceeding in the right direction and we are collaborating collectively as a group.

### CRITICAL VARIABLES:

*Divergent Thinking – What do you want to keep? Top 3 from each member*

JoBeth

- Progress monitoring needs to continue for the bottom 25% or even 33% as this drives instruction
- Early intervention needs to continue – but I think it should be mandatory and with no parents opting out
- ICLC needs to continually offered with refresher courses

Carrie

- IRI fall and spring and reported to the state
- AIMSweb paid for by the state
- Intervention funding

Jolene

- Three testing times – fall, winter, spring
- Intervention for the lowest 25%
- 2, 1, and low 3's – keep the levels strategic, intensive, benchmark

Lisa

- IRI fall and spring
- The paid support for 40 hours of intervention
- And AIMSweb provided for tracking student growth or lack of

Stephanie B.

- Intervention for low performing students
- High levels of family and community involvement
- Comprehensive Literacy course and on-going PD

LeAnn

- IRI screener for fall and spring
- Teacher collaboration time
- And tiered intervention

Evelyn

- State level accountability system for literacy achievement and growth
- Resources for intervention and better diagnostics for struggling readers
- Professional Development system – pre-service through veteran teachers for on-going instructional needs

Hollis

- Diagnosis – diagnosing a specific problem
- Intervention aggressive and student appropriate
- Measurement with accountability to goals for individual student growth



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### Natalie

- Test multiple times per year – fall, winter, spring
- Funding reading intervention
- Investing in a system of support for teachers

### Camille

- Funding for professional development through Title 1 and intervention
- Flexible and type interventions with RTI state support systems
- Accountability – transparent accountability

### Barb

- Keep the goals from Idaho Code 33-1616 and increase them if possible
- Keep the mandatory improvement plans
- Keep the funding for teacher training, administrative training, and reading specialists and bring back or add to the original 4 million

### Meghan

- On-going interventions for our low performing students
- Required on-going training for all teacher and staff
- Effective collaboration between teachers for those students that are being progress monitored

### Bobbie

- Keep the on-going training and professional development and Keeping the Reading Coaches and Specialists
- Intervention for the lowest 25% or more and funding for those interventions
- And keeping the fall and spring timeline

### Julie

- SSOS – Statewide System of Support
- Reading First – update as needed
- Pay teacher and certification requirements

### Taylor

- Involvement of teachers
- **Funding kindergarten with the caveat this is funded not how it is funded**
- Districts innovated with federal and state intervention funds providing quality researched based interventions
- Parental involvement in the curriculum in the local level – which currently does happen
- **Intervention funding for struggling students**
- Prep standards with imbedded literacy knowledge
- **Common Core State Standards**
- Multi-tiered systems of support
- Statewide benchmarking fall and spring not just the end of the year

### Diann

- Kindergarten funding
- Multi-tiered systems of support
- Intervention support
- K-12 vision of consistency of literacy in Higher Ed
- Common/Idaho Core





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- Teacher involvement
- More local control

Toni

- In-service PD around best practice
- Keeping a screener to identify at risk students
- **Still keep intervention money and have them document an intervention plan and needs to be above and beyond their already instructional time**
- Pre-service training
- **Aligned to Idaho Core**

Stephanie L.

- Funding for intervention
- K-3 assessment
- Pre-service training for teachers

Discussion seems to fall back to the original legislation (3 pieces)

1. Intervention – who we think needs to be intervened (Consider the 40 hours?)
2. Assessment – A k-3 assessment
3. Professional Development

Original Legislation is k-3 – there is a discussion as to why we asses only k-3 when most elementary schools are k-5.

*Divergent Thinking – What do you like to add? Top 3 from each member*

Lisa – Growth model on IRI in addition to scoring 1, 2, and 3 – if they've made growth, they get credit. School and student level validation for all the work they've accomplished.

Steve – Kids and schools struggle because they are held accountable for not making those gains but then you want credit for the gains that have been made – where does that fit in terms of the purpose of the assessment?

- Barb – relate it to athletics. There are a lot of athletes that meet or surpassed their personal best but don't win the gold...they have still accomplished something. And it is announced that so and so past their personal best.
- Steve – using the data to publicize progress
- Lisa – still uses that data in an RTI process do determine which students should and should not be in the RTI process.
- Steve – we just want to ensure that, however the structure is pushed forward, it doesn't get misconstrued as it has in the past. I've seen a lot of state accountability tests get used for many different purposes that was never its intention – so I want us to be cautious on our process and how do we account for growth in our system?
- Marybeth – example of something being misconstrued is progress monitoring. PM is used to show progress, but then you need to do a benchmark assessment. Original intent of the IRI was to identify "at risk" students. Texas does not publicize data – Idaho is the only state that publicizes data.

JoBeth – General question – on average how many students are in a typical classroom k-1? We need funding to help classroom teachers that have a huge class size.

- Steve – funding is brought down and divided by the district. Funding is allocated at a local level. At the next meeting - Steve will provide more information on how funding is distributed throughout the state for each district.
- Taylor – There is currently a bill going through, or has been passed, that assigns the number of students per teacher. Because there is such a variation in class sizes.



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Hollis – Diagnostic – really important to understand the problem. I think we are doing our teachers a favor in having that diagnostic because they have a lot of kids to take care of with a lot of different problems. Teachers need a specific plan to address those needs.

Cari – Has really relied on the MTI site – it is reliable and helpful – you can click on different documents that are grade level specific. If we could get something like this put together for Literacy –

- Marybeth – Neuhaus Education Center created Reading Teachers Network – they have short videos or “lessonettes” that are helpful on a specific issue. There is also Ask the Expert and you can ask a question and an expert will get back with you within 24 hours.

Meghan – Special Ed. students will go through the RTI process and continue to change it up if the student isn't making growth we will do more in-depth evaluation.

Evelyn – I think we need to be mindful on what and how much we want in legislation, because you don't want to lock yourself into something so specific that you have will have no room to move. I would like to see the assessment expand to a K-12 assessment. And again, everything to me comes back to professional development – a really good teacher can always learn a lot and continue learning.

JoBeth – Will continual progress monitoring close the gap between IRI and NAEP scores?

- Evelyn – what gets tested gets taught so we need to look at what is being taught.

### *Top 3 what we would like to add*

Jolene

- Add a growth component
- Progress monitor the 1's, 2's and the lowest 10% of the 3's
- I like doing the IRI k-3 plus the higher grades

Lisa

- IRI proficiency and growth model
- Additional money for extended or all-day kindergarten for those who need the intervention
- Formative assessments, which Smarter Balanced may be doing, but for the grades 3-5 focus on comprehension vs. fluency

Carrie

- Training at the state level
- Regional opportunities for principals to have data discussions
- Regional opportunities for principals and teachers to visit high performing schools

Barb

- Require assessment in more grades – through high school
- Increase pre-service education for teachers
- Require out-of-state certificates to complete pre-service within 12-18 months of hiring

JoBeth

- Add a growth model to the proficiency model
- Start aligning passages to Idaho Core
- Start by following fragile readers at least through 5<sup>th</sup> grade



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Stephanie B.

- Implement standards for school library collaboration and staffing
- Increase access to print outside of school
- Add components that address summer slide

LeAnn

- Resources for the diagnostics – so every school has access
- Require a literacy certification for principals
- Full day kindergarten for those that are out of line

Evelyn

- More rigorous focus on teacher prep for ELL's, Special Ed methods
- Make sure our reading coaches are intervention specialists
- Expanding the assessment to k-12 with a focus on expository text and a growth model

Natalie

- Start earlier with early literacy funding and intervention determine those students that may be at risk
- Increase the understanding of the socioeconomic factors and other factors that relate to low literacy
- Greater access to print by funding our school libraries and open them up after school

Bobbie

- Provide literacy opportunities before they enter school
- Full time or extended kindergarten funding
- Educators support

Julie

- Increase in the progress monitoring k-12
- Growth recognition on the IRI
- Increased family involvement

Camille

- Assess k-6
- Fund 1's and 2's on the assessment for intervention instead of just 1's
- Align assessment and diagnosis with the interventions so it is accessible to everyone and we are across the board.

Meghan

- Expand testing throughout additional grade levels
- Add a growth model
- Provide early childhood instruction

Hollis

- Diagnosis process – consistency or options that people can choose from to provide consistent results
- Align testing to our standards
- Provide full day kindergarten to the most needy and maybe those just below



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Taylor

- Guided language acquisition training (Developing language for all types of language not just ELL)
- Extended kindergarten using research based ideas
- Consideration of a residency model for teachers

Diann

- Funding for diagnostic tests
- Funding for sustaining consistent regional support, trainings, professional development
- Holistic literacy not just reading –expanding passed grades not just k-3

Toni

- Intervention for strategic and intensive groups
- No IRI screener for students already identified as at risk
- Develop parent and family literacy courses and resources

Stephanie L.

- Increased funding for assessing and intervention
- IRI as a screener
- Assess only those students that have not been identified by an educational plan

14 ideas expanding the IRI

5 specific to the growth model

8 for early childhood, pre-k, and all day kindergarten

10 for professional development and parent resources

*Divergent Thinking - What do you want to stop or revise? Top 3 from each member*

Carrie – Stop setting low goals – that 80% should be the goal for all schools and all grades

LeAnn – Stop allowing schools complete freedom to choose the curriculum – use of best practices – have a menu of what is best researched they could choose from. There should be some review and ensure that what is being used is appropriate and researched based.

- Diann – curriculum always go through a curriculum review, however it is a review of here they are use what you want...

Jolene – LEP/SWD have expectations that they will be on grade level – I'm not sure what to do about that, but I feel something should be done about that. Revisit those kids that are targeted LEP/SWD that their expectations may be different than "general" ed. Possibly use the growth model for these specific students?

- Meghan – Agreed with Jolene. It is very difficult for these students to hit those grade level expectations – the growth model can be a nice addition to show teachers that these students are showing growth.
- Jolene – Make that growth just as important as a 3 – benchmark score.

Marybeth – what is the thought, as a group, the benefit to assessing a student in the spring when they have scores proficient (benchmark) in the spring?



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- Evelyn – yes, we want to ensure they don't slip back. We have only talked about struggling readers – we haven't talked about advanced readers and encouraging and maintaining their growth. We definitely want to keep that check on our proficient students.

Evelyn – Stop adding on or tacking on requirements for teachers – let's take a look at some other courses or change up some courses - BSU is creating a class for students/teachers to take in a class setting – there are no requirements to come campus, BSU faculty would go out and work with those schools and teachers to get hands on experience within the classroom. Goal is not to make one more requirement to take this class or get this certification. If literacy is truly our focus then let's make it our focus and figure out what we can let go of so we can put our money where our mouth is on literacy.

- Marybeth – it is very difficult for teachers to get their degree and certifications completed in 4 years, it is more likely five years to complete.

JoBeth – The end test date got bumped up a week or two? I really felt upset about that because those kids that were at 52 only had one more week they could have gained the necessary growth – you can't have accurate data if you keep changing the test date.

### ASSIGNMENT OF SUBCOMMITTEES:

*How do we move forward?*

Marybeth – I'd like to open the conversation on how we move forward. One way is to stay as a whole group and you allow us to sift through all the information you've provided and bring back either speakers or relevant data – we will send relevant data ahead of time for review. Anytime you make a decision there are unintended consequences. We can do the research and bring back that information.

- We also need to discuss, as a group, the 40 hours of intervention, what are things you want to add to legislation and what are things we don't?
- What is the committee's thoughts? Would you like us to stay as a whole group and have us bring back speakers and sift through the information? Or would you prefer to break up into sub-committees?
  - One dealing with assessment
  - One dealing with professional development
  - One dealing with intervention
- Bobbie – I would personally like speakers and have as much information as possible and gain as much knowledge as possible.
- Barb – It would depend on what subcommittee I'm on.
- Marybeth – it is possible that the subcommittees work off-line (away from the formal meeting) using Go-To Meeting or webinars. That way while we are meeting as a whole group we can carry the conversation together. We will also assign subcommittees to those that feel comfortable within that group and have feel they have the proper knowledge for that particular subcommittee.

Marybeth – it has been decided that we will debrief and sift through all this information and bring it back to the committee as a whole. We'll put together a couple speakers and send out materials to the committee.

- Evelyn – Instead of spending the short time that we have listening to speakers I would rather spend my time away from the group reading and researching and coming back as a whole collaborating and discussing to reach our goal of recommendations. If you bring in a speaker it will be a one-sided aspect and their opinion only and I would hate to see all of us swayed by one person instead of researching and coming to our own conclusion.
- Marybeth – why don't we do a combination of both, whole group and small group discussion for next meeting – and possibly bring in or have a webinar with David Francis, who actually just finished a review on the IRI. The other thing we will do is send out a survey and you can let me know if you have a certain passion for a specific topic. Between now and our next meeting there will be some information sent out and we will also try to have a couple Go To Meetings so you can collectively discuss the information.





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- Carrie – You guys have been all around the country and probably already have an answer to which way we should go or at least in the right direction. Could you send us articles or different models of different assessments that other states are using?
- Marybeth – We will try to come up with a couple different models, we don't want to sway your decision in anyway. I can tell you I've seen some amazing assessments very poorly used. It's all about how the assessment is used to drive instruction, and I've seen great instructional models that don't work. It's all about the implementation.

### REVISIT EXPECTED OUTCOMES – HAVE THEY CHANGED OR STAYED THE SAME?

Carrie – stayed the same  
LeAnn - stayed the same  
Camille - stayed the same  
Lisa – stayed the same  
Stephanie B. – stayed the same  
JoBeth - stayed the same  
Jolene – Stay but add the growth model to the IRI  
Barb – stayed the same  
Bobbie – Stay but add the growth model  
Evelyn - stayed the same  
Natalie – stayed the same  
Julie - stayed the same  
Meghan – Stay the same but add the growth model to the IRI  
Hollis - stayed the same

Sherri – expected outcome would pertain to the growth model and removing the ceiling for our top readers. Pre-service and in-service professional development for our teachers to include the holistic look at literacy and not just focusing on reading, and professional development for writing as well.

Thank you, we will be sending out notes from today and more information to come between now and the next meeting.

Next meeting is August 13, 2014 and will be held in the same room (EW40) starting at 8:30 am.

**To listen to the meeting in its entirety, please visit the [Idaho in Session Archive website](#) and select the Literacy Technical Advisory Committee.**